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which has recently been established by the enactments of Parliament, especially those following 1902. The growth of the elementary schools which were established in the early part of the nineteenth century is significant because the English system set up by Bell and Lancaster was brought to the United States and was the basis for the first schools, especially in the state of New York. The development of the national system of education is of especial importance at the present time to students of American schools because of the tendency which is manifesting itself toward the organization of a federal department of education and the establishment of federal forms of school administration. The experience of European countries other than England is not likely to be of much value to the United States in setting up a national system because all of the schools on the continent have grown from a centralized governmental plan or from a centralized church organization. England, on the other hand, while following to some extent the usual European practice, has not been as highly centralized. The church organizations which first supported schools in England were in many cases separated from each other in different denominations, and the result is a scattered and decentralized organization of schools somewhat analogous to that which we find in the United States.

This history differs from most of those which have appeared in England in its close attention to problems that are directly related to the present-day organization of schools. It is an encouraging sign of a tendency among historians of education to change the character of their work. The emphasis is on school organization and methods rather than on the theory of education as has commonly been the case in earlier treatises on this subject.

Discussions of the kindergarten.—The American reader who takes up a book written in England on educational matters instantly feels that there is a fundamental difference in the attitude of the British writers on educational topics and American writers of the present day. If an American writer should use the title "The Child Under Eight," the reader might safely expect to find a scientific discussion of the characteristics of children during the first epoch of their lives. The book which comes from England with this title¹ is in reality a discussion of the kindergarten after the fashion that might have been found in an American book fifteen or twenty years ago. The titles of the various chapters indicate the temper of the writers. There are chapters entitled "The World's Mine Oyster," "All the World's a Stage," "Joy in Making," "In Grassy Places," etc.

The book is not without some practical suggestions for work in the kindergarten, but in the main it is a defense of the kindergarten with some reference to modern movements in the treatment of little children.

Religious education.—Another English book² from the same publisher as the foregoing can be described in somewhat more favorable terms. It deals with moral and religious education. The chief virtue of this book by Miss Bryant is

¹ E. R. MURRAY and HENRIETTA BROWN SMITH, *The Child Under Eight*. London: Edward Arnold; New York: Longmans, Green & Co., 1919. Pp. viii+236. \$1.90.

² SOPHIE BRYANT, *Moral and Religious Education*. London: Edward Arnold; New York: Longmans, Green & Co., 1920. Pp. viii+256. \$1.90.